

Digital Storytelling Report

"Start with the art of storytelling. Add the use of technology and storytelling goes digital! There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role that gives this medium its power. However, no amount of digital magic will turn a poor story into a good one." <http://members.shaw.ca/dbrear/dst.html#anchor983821>

Fill out this form electronically about the digital story that you created (with Dr. Theresa's pre-approval). Underlined blanks (if you click in the middle of the line) and cells will expand to hold as much as you have to say. Feel free to add additional rows to the table if needed. Please delete any unused rows in the table before printing or submitting this report. Check the syllabus for information on how to submit your completed report (bring a printout to class, email it, upload it, etc.).

1. Your name: James Maloney-Hawkins and Michelle Henaire Block #: EDU 221-0001
2. For what project did you make your digital story? MEL Presentation
3. What is the content information that is being conveyed in a story format (what were you trying to teach or demonstrate that you had learned? The Mel model and concept in a modern classroom
4. What type of story are you telling? We are choosing a fairy tale and choose your own adventure format.
5. What pre-approved source did you use for defining the type of story that you chose and its elements (copy and paste the URL)? http://www.readwritethink.org/files/resources/lesson_images/lesson42/RWT027-4.pdf
6. What is a different product that doesn't involve a digital story that you (or your students) could have created to demonstrate understanding/explanation of the same content (e.g., Glogster, a documentary movie, a radio talk show, MuseumBox, Prezi, etc.)? We could have presented the information in a comic strictly without a sense of setting, character development and flow. The intent of our product using a digital story is to be able to express the information of MEL but in a pleasing way appropriate for new and old teachers.
7. What are the advantages and disadvantages of using a digital story to convey content compared to the product you picked in #6? (Write a comparison of the two telling the pros and the cons of each.) The benefit of using a digital story is the illusion of not actually being taught anything when reading, when in fact the only way to progress is to learn how to utilize MEL in the classroom. By distracting the reader with a story that contains MEL content and information we are able to make the information more enjoyable and even more relatable.
8. Fill in the chart on page 2 about your story. Add rows if needed. Delete any unused rows.

<p><i>The art of storytelling</i> – in the cells below, list each of the various elements of the type of story you are telling. <i>(Copy and paste the element and its description/explanation from the source Web site.)</i></p>	<p><i>Your digital story</i> – in each corresponding cell below, tell what part of your digital story matches the element. <i>(If the description says your genre needs a superhero, tell who your superhero is. If the description says your genre has to have a conflict, describe the conflict in your story.)</i></p>	<p><i>Your digital story</i> –Tell how that element helps teach/ explain/ portray your content. OR tell what facets of your content are “told” through that element of your story. <i>(e.g., Marla is reluctant to have her information included in the Maine Memory Network and is perplexed by the “contraption.” It’s very appropriate that she ask the same questions that skeptics will ask about a new technology such as “aren’t there already things in the classroom that will do the same thing?”)</i></p>
Do NOT need to include fairies.	There aren’t any fairies in our story	Fairies are weak teachers.
Set in the past—usually significantly long ago. May be presented as historical fact from the past.	Set in a dark and stormy night, the night before school starts.	This is a common problem teachers have before the first night of school, and we make light of the situation hoping to share the importance of MEL in the classroom.
Include fantasy, supernatural or make-believe aspects.	Pop-cultural references and supernatural beings from movies and books guiding the protagonist.	These references will help create a sense of relatability to multiple types of personalities because of their variety.
Typically incorporate clearly defined good characters and evil characters.	Good characters are defined by one route the protagonist makes, and bad by the opposite route.	Good and bad characters are common ones in these books and movies that we make references too, they are visually expressive in either nature (good or bad) but also show appropriate or inappropriate behavior in the classroom based on their use of MEL.

Involves magic elements, which may be magical people, animals, or objects. Magic may be positive or negative.	Magical food that transports the protagonist to an alternate universe MEL land or UBL land.	The magical food is a play-on the Matrix's "Red-pill Blue-pill" scenario but instead uses common teacher food like an apple and coffee. The apple represents a positive reward from your students with the integration of MEL and the coffee represents a quick buzz or quick fix in the classroom that may not prove to be beneficial in the long run without the use of MEL.
Focus the plot on a problem or conflict that needs to be solved.	The protagonist is learning how to be a good teacher so she won't be nervous on the first day of school.	This allows for teachers to remind themselves that they are not alone with the "before-school-nightmares" and that there's no need to worry.
Often have happy endings, based on the resolution of the conflict or problem.	Even if the wrong route is taken the reader ends up in MEL land learning about positive teaching techniques in the classroom.	We went with a choose-your-own-adventure so that no matter what the audience wanted they could try both options but end up in the right model (world).
Usually teach a lesson or demonstrate values important to the culture.	The reader is learning about concepts of MEL in a modern classroom.	Similarly to our purpose, we wanted to make the concepts of MEL more attainable and pleasurable for our audience.